



The Governor's Honors Program (GHP) Interview Event is by invitation only for state semi-finalists. Finalists will be selected based on their individual performances at the interview event. The interview process will vary based on the area of major study.

This guide has been compiled to provide each semi-finalist with helpful information prior to the event. Each semi-finalist is strongly encouraged to carefully read the information and seek additional guidance from either the school/district GHP Coordinator or the Governor's Office of Student Achievement (GOSA) program manager, Mr. Ricky Parmer at [rparmer@georgia.gov](mailto:rparmer@georgia.gov).

The state level interviews for **Academic Subject areas, CTAE, and Visual Arts** will take place at Luella High School, 603 Walker Drive, Locust Grove, GA 30248.

The state level interviews for **Performing Arts (Music, Dance, and Theatre)** will take place at Pebblebrook High School, 991 Old Alabama Road Southwest, Mableton, GA 30126.

GHP admits students of any race, color, nationality, or ethnic origin to all the rights, privileges, programs, and activities generally accorded or made available to students at the program. It does not discriminate on the basis of gender, sexual orientation, religion, age, disability, race, color, or national or ethnic origin in administration of its educational policies, or admissions decisions.



# Interview Event Information

Agricultural Science  
Communicative Arts  
Design/Engineering  
Technology/Engineering  
World Languages (French, German, Spanish,  
Chinese, Latin)  
Mathematics  
Science  
Social Studies  
Visual Arts

Luella High School  
603 Walker Drive, Locust  
Grove, GA 30248.



### **Agricultural Science**

Students who are selected as semi-finalists in agricultural science will answer carefully prepared questions, presented by adult interviewers, to determine the students' intellect, choices, habits, plans, ambitions and knowledge of agricultural science. In the interview, semi-finalists should be able to discuss such items as previous experiences in agricultural science, their current knowledge levels and plans for the future, and their expectations for this type of concentrated program in agricultural science. Students should be enthusiastic about and have some knowledge and awareness of the current state of agricultural science in terms of applied research, public policy, and/or agribusiness. Students should anticipate being on-site for 90-120 minutes.

### **Selected Topic Review**

Semi-finalists will select an agricultural practice or environmental issue that is impactful and of interest. Students should be prepared to present the selected topic during the individual interviews. Students will be allowed ten (10) minutes, and the presentations should include specific sources, facts, and knowledge gained from research. Students must clearly identify and define the agricultural practice or environmental issue chosen, clearly identify and explain the pros and cons of the agricultural practice or the pros and cons of solutions to the environmental issue chosen, and discuss how the agricultural practice or environmental issue impacts a home, farm, or community.

Students should be able to discuss his/her selected topic with the interviewers by being able to:

- Give an overview of the topic,
- Explain the differing viewpoints surrounding the topic,
- Explain the student's personal position on the topic,
- Discuss the impact to the home, farm, and/or community, and
- Offer a critique of the data available.

Semi-finalists should anticipate being on-site for 90-120 minutes.

### **Communicative Arts**

Semi-finalists will participate in a 15-20 minute interview and will complete a 45-minute writing sample, based on a literary/media excerpt or selection that will be provided, in a monitored classroom. Students should **not** bring additional writing samples to the interview event. Semi-finalists should anticipate being on-site for 90-120 minutes.



### **Design/Engineering Engineering & Technology**

Semi-finalists will participate in a 15-20 minute interview. During the interview, the student will provide a resume and work samples, such as a CNC program, robotics project, graphic design, portfolio of work, engineering notebook, etc. The interviewers will review the work samples and ask questions to gauge the student's level of interest and experience in design, engineering, and technology. Semi-finalists should anticipate being on site for at least 90-120 minutes.

### **World Languages**

#### **French, German and Spanish**

The state-level selection process will consist of an individual interview (conducted in the target language for modern languages) and a writing sample in the targeted language. A portion of the interview will consist of oral language picture prompts. The purposes of the interview and writing sample are to determine the level of linguistic proficiency attained by the student and to measure commitment and interest. Semi-finalists should anticipate being on-site for 90-120 minutes.

#### **Chinese**

The state-level selection process will consist of an individual interview conducted in the target language, listening and reading comprehension exercises, and a brief writing sample. Semi-finalists should anticipate being on-site for 90-120 minutes.

#### **Latin**

The state-level selection process will consist of a 55-minute test that includes reading Latin, short answer questions, and writing a composition in Latin, as well as a 15-20 minute individual interview. A portion of this interview will consist of picture identification.

Latin students will be assessed on their ability to read, write, and pronounce Latin, as well as their passion for and knowledge of ancient Roman culture.

Upon arrival, Latin students will take a test which will require students to read an authentic Latin passage, answer comprehension questions in English, and complete a writing prompt in Latin based on the subject matter of the Latin passage. Students will then be directed to an interview room where they will read a portion of the Latin passage to two interviewers. The interviewers will also ask a series of questions about the students' Latin experiences and passions. A portion of this interview will consist of picture identification. Students will be asked to identify and/or explain the cultural or historical significance of a set of pictures (usually 3 of 5). The process may last as long as 90-120 minutes.



### Mathematics

Students selected to attend the state-level interviews in Mathematics will participate in a panel interview with two interviewers. Students should anticipate being on-site for approximately 90-120 minutes. Semi-finalists will be assessed in a variety of ways inclusive of the following.

- High aptitude and achievement in mathematics as evidenced by the student transcript and teacher recommendation.
- Standardized achievement scores (based on national norms), ACT, PSAT and/or SAT scores (if available).
- Exhibition of high level of original thinking in learning new ideas, solving problems or finding discrepancies, including the ability to tolerate ambiguity and to postpone closure in the process as evidenced by the student interview.
- Demonstration of a genuine curiosity and enjoyment in the study of mathematics and the ability to work well with others who share the same.

### Science

Semi-finalists will be allowed approximately 20 minutes before the interview to: (1) analyze a data set and draw conclusions from it; and (2) propose a possible research investigation within the constraints of a broadly defined topic. Students will be able to choose from data sets and research topics within a variety of science fields. Their analyses and proposals will be discussed during the individual interviews. Students will be provided with writing materials to make notes during the 20 minute preparation period. The interviewers will not examine these notes. Students should anticipate being on-site for approximately 90-120 minutes.

Examples of data that could be presented for analysis at the on-site interview include but are not limited to: (1) a periodic chart showing the electrical conductivities of the elements; (2) graphs of the position, velocity, and time of a roller coaster car; and (3) a chart showing the daily locations of a pod of whales in the North Pacific.

An example of a broadly defined research topic would be the following.

*The Department of Homeland Security wants to increase the efficiency of screening passengers at airports while maintaining its ability to identify correctly dangerous items in passengers' luggage. Propose a scientific research investigation that would assist the Department in meeting this goal.*

***Please note that neither these sample data sets nor the sample research topic will be choices on the day of the interview.***



### **Social Studies**

All state social studies semi-finalists will participate in a two-part selection process including an individual interview and a topic simulation. The individual interview is 15-20 minutes. The simulation scenarios will be based on the four general topics below. Semi-finalists are strongly encouraged to conduct research all the topics and be well prepared. Each specific simulation scenario will be set in a United States Senate Committee. On the interview day, students will be randomly assigned a state and political party. Semi-finalists will be tasked with actively participating and playing the assigned roles as well as possible. Students are not allowed to use any printed, written or electronic research information during the actual simulation. The simulation takes approximately 20-30 minutes. Students should anticipate being on-site between 90-120 minutes.

#### **2015 Simulation Topics**

1. Changing the method of allocation of Presidential Electoral College votes
2. Changing the U.S. Federal Tax system (concerning the income tax)
3. Changing the U.S. Federal voting process
4. Changing the U.S. Federal policy on drug laws/criminalization

### **Visual Art**

Art semi-finalists will report to the designated interview center at the interview time posted on the GHP Web Page. At registration, each student will receive instructions for displaying artworks. At the appointed interview time, a team of interviewers will view each student's art portfolio and will engage in a discussion with the student. The student **MUST** place the art from the portfolio on the floor for the interviewers to view; easels, tables and other display supplies may **not** be used at the interview center. Upon completion of the interview, the student will remove his/her artworks from the display area. The student will then proceed to the testing area to take a written exam (approximately 30 minutes). Students should anticipate being on-site for at least 90-120 minutes.

#### ***\*\*Portfolio Specifications***

The portfolio is a vehicle through which students can demonstrate the ability to deal with the fundamental elements of the visual arts. Evaluation of the portfolio will provide the interview team a sense of the quality of a student's work, and a sense of the student artist's breadth of experience in the formal, technical and expressive means.

Each student should bring to the interview a portfolio containing the following required artworks:

- Three (3) drawings
- Two (2) color works
- Two (2) designs
- One (1) three-dimensional work

A minimum of eight (8) artworks must be included in the portfolio.



The student may **NOT** submit the same work in more than one category.

A maximum of five additional artworks selected by the student may be added to the portfolio. Examples of other artworks may include photographs and pottery if NOT included in other categories. A sketchbook may be included for one of the five additional artworks.

### **Drawings (3)**

The group of three drawings should include works in which: a) both line and tone (shadow, shading) are used; and, b) a range of expression, as well as an exploratory use of materials, are demonstrated. The drawings may be produced using a variety of media separately and in combination. Tools, materials and approaches may include, but are not limited to, the following: pencil, pen and ink, brush, pastel, chalk, conte' crayon, crayon, charcoal, and wash.

Each drawing should be labeled “**Drawing**” on the back.

### **Color Artworks (2)**

The color category requires each student to include in the portfolio two artworks in which color is the major component and in which the various means of color organization are demonstrated. Semi-finalists should include color organization via a specific color theory, contrast of color, color as a primary means of expression, or effects of various color schemes on similar subjects in terms of expressive quality.

Each color artwork should be labeled “**Color**” on the back.

### **Designs (2)**

This category requires each student to submit two artworks in which the principles of visual organization are the major components being displayed. Examples that should be considered are positive/negative space or the development of a repeat pattern or modular design.

Each design should be labeled “**Design**” on the back.

### **Three-Dimensional Work (1)**

This category requires a student to submit one (1) three-dimensional artwork using traditional, found or created materials. Works submitted may include, but are not limited to, figurative or non-figurative sculpture, furniture, jewelry, containers, woven and metallic forms.

Each three-dimensional work should be labeled “**3-D**” on the back.

***PLEASE NOTE: ALL TWO-DIMENSIONAL ARTWORKS SHOULD BE MOUNTED OR MATTED ON NEUTRAL, WHITE, OFF-WHITE OR GREY BOARD.***



# Interview Event Information

Dance  
Music  
Theatre

Pebblebrook High School  
991 Old Alabama Road  
Southwest, Mableton, GA 30126





### Dance

Semi-finalists at the state level will participate in a three (3) hour process. Students will participate in a performance class for 2 hours, perform an individual audition before a panel of adjudicators, and be interviewed by the same panel. The audition should consist of no more or less than a one minute choreographed piece of ballet, modern, or jazz. Students must furnish their own accompaniment via an audiocassette tape or music CD. The audition piece should include two types of turns and two types of leaps. It should not include props, costumes, gymnastic stunts, or singing.

Female students must dress in a solid color leotard and pink stirrup or footless tights. Female semi-finalists should bring pink ballet shoes and jazz shoes (no pointe shoes, unless they are for use in the prepared choreography). Male students must dress in a solid color leotard and black or gray stirrup or footless tights. Male semi-finalists should bring black ballet shoes and jazz shoes. In every instance, hair should be securely fastened away from face and neck.

The attire requirements apply to all performance parts of the audition process. There is no need to bring a change of clothing for the interview portion.

### Music

All semi-finalists in Music will participate in an individual interview **after** their auditions. Students should anticipate being on-site for at least 90 minutes. It is strongly recommended that students consult an instructor prior making a final choice of repertoire.

***\*PLEASE NOTE: Use of accompaniment is not required, and is not a part of the audition score; however, some students may choose to perform with accompaniment when appropriate. We cannot guarantee that pianos will be tuned appropriately, and we will not provide an MP3 player or CD player. Students choosing to perform to a prerecorded accompaniment should bring their own playback equipment.***

**Brass semi-finalists:** The student should be prepared to perform a short selection from a single movement of a solo piece from the standard repertoire not to exceed two (2) minutes. A movement of a concerto or sonata is preferred. It is not required to start at the beginning of the piece. Please choose a selection that best represents your abilities. The student will be given two (2) short excerpts to sight-read that will be provided by the interviewer. The student will have thirty (30) seconds to review the etude prior to performance.

**Jazz semi-finalists:** The student should be prepared to perform a 90-second (or less) jazz composition/partial composition or jazz etude of his/her own choice and sight-read appropriate jazz music that will be provided by the interviewer. Drummers will be asked to play “time” in swing, funk, Latin, and rock styles. Jazz nominees will be expected to improvise. Recorded accompaniment will be provided for the improvisation. Jazz drummers must provide their own drum sets. Jazz guitarists and bassists must provide their own amplifiers.



**Percussion semi-finalists (non-jazz):** The student should be prepared to perform one 90-second (or less) composition/partial composition of his/her own choice for each of the following percussion areas: snare, timpani, and keyboard percussion. The student also will be required to sight-read appropriate music that will be provided by the interviewer in all three areas listed above. Percussionists proficient on drum set are encouraged to demonstrate that proficiency. (Please refer to the jazz audition criteria listed above.) Percussionists wishing to demonstrate proficiency on drum set must provide their own drum sets.

**Piano semi-finalists:** The student should be prepared to perform:

1. One of the Chopin Etudes from op. 10 or op. 25;
2. 3 minutes of a piece chosen by the student, preferably the 1st movement of a classical sonata;
3. Two (2) major and two (2) harmonic minor scales and arpeggios, 4 octaves, hands in parallel motion, as rapidly as possible; and
4. Sight-reading examples that will be provided by the interviewer at the difficulty level of the Bach 2-part inventions, Schumann Album for the Young, and the Bartok Mikrokosmos book 3.

**Strings semi-finalists:** The student should be prepared to perform a 90 second (or less) composition/partial composition of his/her choice and sight-read a challenging piece that will be provided by the interviewer.

**Voice semi-finalists:** The student should be prepared to perform a memorized aria, art song, or folk song from any of the all-state chorus audition books ([www.gmea.org](http://www.gmea.org)), or a piece of comparable difficulty. The student will also sight-read three (3) passages that will be provided by the interviewer and that exceed all-state sight-reading difficulty, using whichever system they choose. Students should be prepared to sight-read in major and minor keys at reasonable tempi. Sight-reading is a vital part of the audition process and comprises approximately half of the final audition score.

**Woodwinds semi-finalists:** The student should be prepared to perform a short selection from a single movement of a solo piece from the standard repertoire not to exceed two (2) minutes. A movement of a concerto or sonata is preferred. It is not required to start at the beginning of the piece. Please choose a selection that best represents your abilities. Each student will be given two (2) short excerpts to sight-read that will be provided by the interviewer. The student will have thirty (30) seconds to review the etude prior to performance.



### Theatre

**Semi-finalists in theatre (with an emphasis on performance only) will participate in a 3-step process.**

- Semi-finalists will first participate in a group improvisation exercise.
- Students must select and perform one piece excerpted from a play of merit that they have prepared in advance. The selection should not exceed three (3) minutes and should show versatility in role or characterization. Semi-finalists must be able to discuss their piece in depth and to modify their approach as redirected by the judges.
- Finally, theatre semi-finalists will participate in a one-on-one interview.

Semi-finalists with an emphasis on performance should anticipate being on-site for at least 120 minutes.

**Semi-finalists in theatre (with an emphasis on theatre design only) will participate in an individual interview and present a portfolio.** The portfolio presentation will consist of the student discussing his/her original work and the process used in developing it, and an assigned script review. Semi-finalists with an emphasis on theatre design should anticipate being on-site for at least 60 minutes.

#### **Student Portfolio Contents (for those with an emphasis on theatre design only):**

- One set design (elevation) or three costume plates for a play, musical, or performance piece in which the student has not been involved.
- No fewer than five sketches for the above design(s), showing how the student's conception developed. The sketches may be in a notebook or be loose.
- Photos of a set, costume, or property that the student has built or worked on (but not necessarily designed).
- One other example of the student's interest and ability in the design area. (This example can be sketches, set elevations, set models, prop designs, lighting plots, floor plans/construction drawings, etc.)
- Materials (no fewer than five items) representing the student's research of the assigned script. These items can be visual or textual.

#### **Assigned Script Review (for those with an emphasis on theatre design only):**

The student is responsible for researching Lorraine Hansberry's, *A Raisin In The Sun* and for researching up to five different productions of this script to see how designers responded to the script. As part of the portfolio, the student should bring articles, photos, drawings, reviews, etc., of these productions and be prepared to discuss how the designers of these productions solved the problems of theatrical design.

For example, if the assigned script had been Shakespeare's, *Timon of Athens*, then the student might find a production set in the American West, one in Edwardian England, and one using clowns. The student should then be prepared to use the research materials in the portfolio to discuss how the designer (in collaboration with the director) used the script to design the show.